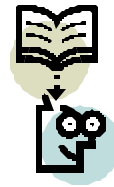


Selecting Benchmarks of Student Work



Identifying the evidence:

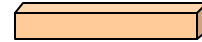
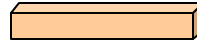
- a. Individually, read through all the samples of student work. Sort the work into two piles:

The goal of a, b, and c is to identify the range of work, not to categorize students.

Stronger Work

and

Weaker Work



- b. Regroup and briefly share overall impressions of the student work related to the targeted skills and concepts of the task. (Number 5 and 6 from Step 1)

- c. Sort the two piles into three piles.

Strong

Medium

Weak



- d. Start with the student work that you rated as strong. For each response, performance, or product:

Key Question:

Why did I put this student's answer at the "strong" level of understanding?

- Identify the criteria in the scoring guide and in the standards for which the student answer provides evidence of understanding.
- Highlight the evidence in the student work that supports the level of performance (Strong)
- Consider the criteria in the standards, scoring guide, and the highlighted evidence. On a sticky note, justify why you placed the student response in the "Strong" level of performance.
- Record the score level/points from the scoring guide on the sticky note.

Sticky Note Color Code →

Strong: Yellow Medium: Pink Weak: Green

- e. In pairs, share your work from section "d". Discuss your reasoning with your partner.

- f. In the table provided on the Evidence Sheets (sample below), identify a student response that can serve as an example of a **"benchmark for strong work"**. A "benchmark" response must clearly illustrate the level of performance based on the criteria in the standards and the scoring guide. On the right hand side of the sheet, write an annotation "justification" for the benchmark. Record a benchmark and annotation for each question or task.

- g. Repeat the process for "Medium" and "Weak" levels of performance.

Question/Student ID	Evidence in Student Work: "Strong"
Question/Student ID	Evidence in Student Work: "Medium"
Question/Student ID	Evidence in Student Work: "Weak"

Question/Student ID	Evidence in Student Work: “Strong”

Question/Student ID	Evidence in Student Work: “Medium”

Question/Student ID	Evidence in Student Work: “Weak”